DOCUMENT RESUME

ED 116 281 88 EA 007 761

TITLE	A Final Report by the National Advisory Council on Supplementary Centers and Services.
INSTITUTION	George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	25 Jun 75
NOTE	31p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Advisory Committees; *Bibliographies; Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Programs; Government Publications; *Government Role
IDENTIFIERS	*Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This report on Title III of the Elementary and Secondary Education Act (ESEA) is the eighth in a series of Title III reports prepared by the National Advisory Council on Supplementary Centers and Services since 1967. This is the council's final report, which was released just prior to its official termination in June 1975. The first section of the report presents and discusses seven recommendations by the council for improving the federal government's contribution to education, particularly that part of the federal effort involving Title III and Title IV of the ESEA. The second section lists a total of 77 additional recommendations that were made by the council in its earlier reports and indicates whether or not each recommendation was adopted by the appropriate federal agency. The third and final section of the report lists all the various handbooks and reports published by the council from 1968 to 1975. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED116281

A FINAL REPORT

by

The National Advisory Council on

Supplementary Centers and Services

June 25, 1975

EA 007 761

National Advisory Council on Supplementary Centers and Services
425 13th Street, N.W. / Suite 529 / Washington, D.C. 20004 / (202) 963-3813

June 25, 1975

President Gerald R. Ford
The White House
Washington, D.C.

Dear Mr. President:

The members of the National Advisory Council on Supplementary Centers and Services are herewith submitting the Eighth Annual Report on Title III of the Elementary and Secondary Education Act. The report is being submitted in mid-year because of the Council's scheduled termination on June 30, 1975.

Seven recommendations are made in this report. We think that these recommendations, along with the 15 recommendations made in the March 1975 report, if implemented, would strengthen elementary and secondary education programs.

Since the National Advisory Council was established in January 1967, we, and our predecessors who have served on this Council, have made 81 specific recommendations. In our capacity as Council members we have tried not to avoid the difficult questions -- we have approached this final report in that same vein.

ESEA Title III will be remembered by this Council as one of our nation's best investments -- an investment in the education and the well-being of our children, and as such, an investment that will contribute to the betterment of the nation.

Respectfully submitted,

Martha H. Ayers

Martha H. Ayers
Chariman

Copy:

Honorable Nelson Rockefeller
President of the Senate
Washington, D.C.

Honorable Carl Albert
Speaker of the House of Representatives
Washington, D.C.

MEMBERS

Mrs. Martha Ayers
Chairman
842 Locust Street
Greenville, Illinois 62246

Dr. William R. Harvey
Vice President
Tuskegee Institute
Tuskegee, Alabama 36088

Mr. Arthur Ballantine
Editor, Durango Herald
Durango, Colorado 81301

Mrs. Teresita Deupi
1101 17th Street, N.W.
Washington, D.C. 20036

Dr. Inez C. Eddings
832 Kipling Drive
Columbia, South Carolina 29205

Dr. Bill L. Johnson
P. O. Box 97
Montezuma, New Mexico 87731

Mrs. Herlinda Chew Leong
6177 South Southwind Drive
Whittier, California 90601

Dr. Elsie Lestin
2590 Atlantic Avenue
Penfield, New York 14526

Mr. Arnold L. Norskov
Box 187
Albion, Nebraska 68620

Reverend Michael O'Neill, Ed.D.
South 607 Monroe Street #4
Spokane, Washington 99204

Mr. J. Frank Troy
905 Secor Road
Toledo, Ohio 43607

Mr. Joel D. Ziev
104 Oakwood Avenue
West Hartford, Connecticut 06119

STAFF

Gerald J. Kluempke, Executive Director
Richard N. Frost, Assistant Director
Polly Parker, Editorial Associate
Kathleen Maurer, Administrative Assistant

DATES AND PLACES OF COUNCIL MEETINGS DURING FISCAL 1975

October 3-4, 1974	The Washington Plaza Hotel Fifth Avenue at Westlake Seattle, Washington
December 12-13, 1974	Council Offices 425 13th St., N.W. #529 Washington, D.C.
February 20-21, 1975	Sheraton Harbor Island Hotel 1380 Harbor Island Drive San Diego, California
April 18, 1975	Quality Inn Capitol Hill 415 New Jersey Avenue, N.W. Washington, D.C.
June 12-13, 1975	The Westbury Hotel 480 Sutter Street San Francisco, California

Cost of this publication was satisfied with federal funds from the Elementary and Secondary Education Act, Title III. Points of view or opinions expressed herein do not necessarily represent the position or policy of the U.S. Office of Education.

SOME FINAL THOUGHTS...

There is little question about the fact that our nation has made substantial progress in the field of education. Since 1950 the amount of money spent on public education has increased from $7.1 billion to more than $55 billion. Over the same period of time, dropout rates declined substantially and more than 50 percent of high school graduates now continue their education beyond the 12th grade.

These are statistics which Americans repeat with pride--but our priorities as a nation are not always clear. We are disturbed when we hear that more than 20 percent of our young people cannot find jobs. And, if they happen to be black there is a 40 percent chance that they will be unemployed. We are concerned about reductions in programs such as the Neighborhood Youth Corps and the Job Corps which have provided income, job training, and education programs to young people in need.

In spite of these needs the Federal government is contributing less than eight percent of the funds needed to finance our schools. According to the 1974 U.S. Budget only two cents of each dollar spent by the federal government goes toward education.

In this, the eighth and last report of the National Advisory Council, we make seven recommendations to the Executive and Legislative branches of government and to the state education agencies. These recommendations do not in all cases reflect closely upon the ESEA Title III program but in a broad context are important to our schools and to our children.

THE WHITE HOUSE CONFERENCE ON EDUCATION

We support the provision of P.L. 93-380 (Sec. 804) which provides for a White House Conference on Education in 1977 in order to "stimulate a national assessment of the condition, needs and goals of education and to obtain from a group of citizens broadly representative of all aspects of education, both public and nonpublic, a report of findings and recommendations with respect to such assessment."

Since ten years have elapsed since the passage of the Elementary and Secondary Education Act, we think this would be an especially appropriate time to sponsor a White House Conference. We are supportive of the following purposes of the conference:

1. the implementation of a national policy of equal educational opportunity;

2. the means by which school systems are funded;

3. preschool education (including child care and nutrition programs), with special attention to the needs of disadvantaged children;

4. the adequacy of primary education in providing all children with the fundamental skills of communication (reading, writing, spelling, and other elements of effective oral and written expression) and mathematics;

5. the effectiveness of secondary education in preparing students for careers, as well as for postsecondary education;

6. the place of occupational education (including education in proprietary schools) in the educational structure and the role of vocational and technical education in assuring that the Nation's requirements for skilled manpower are met;

7. the structure and needs of postsecondary education, including methods of providing adequate levels of student assistance and institutional support;

8. the adequacy of education at all levels in meeting the special educational needs of such individuals as handicapped persons, economically disadvantaged, racially or culturally isolated children, those who need bilingual instruction, and gifted and talented children;

9. ways of developing and implementing expanded educational opportunities for adults at the basic and secondary education equivalency levels; and

10. the contribution of nonpublic primary and secondary education in providing alternate educational experiences for pupils and a variety of options for parents in guiding their children's development.

In addition to the concerns provided for in the legislation, we would add the following purpose:

11. the extent to which elementary and secondary schools are introducing new teaching methods and procedures and the ways in which exemplary projects are being shared with other school districts.

WE RECOMMEND that the President, in cooperation with the Assistant Secretary for Education, the U.S. Commissioner of Education and the U.S. Congress take the necessary action to insure that funds are provided for the purpose of a White House Conference on Education.

NATIONAL ADVISORY COMMITTEE ON THE IMPROVEMENT OF ELEMENTARY AND SECONDARY EDUCATION

Advisory committees can perform valuable service to the Executive and Legislative branches of government as well as to state and local education agencies. We think the publications of this Council, the recommendations made in annual reports, and the Council's involvement in programs such as the National Identification/Validation/Dissemination effort are testimonial to the various ways advisory council members can contribute to the development of a federal program.

We think the Congress was poorly advised in deleting the provision for a national advisory council when ESEA Title III was consolidated into Title IV. The provision included under Sec. 845 of P.L. 93-380 reads as follows:

> "(b) Section 309(c) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof the following new sentence: 'Subject to Section 448(b) of the General Education Provisions Act, the Council shall continue to exist until July 1, 1978, except that the Council shall not exist during any year for which funds are available for obligation by the Commissioner for carrying out Title IV.'"

A national advisory committee on Title IV is a small investment when compared to the several hundred million dollars expected to be spent on Title IV programs annually.

In planning an advisory committee for Title IV, we think the U.S. Commissioner of Education should appoint a task force of state and local education officials and citizens to determine and/or recommend:

1. the specific responsibilities of the committee;

2. the advantages/disadvantages of the committee being appointed by the President, the Secretary of Health, Education and Welfare, the Assistant Secretary for Education, or by the U.S. Commissioner of Education;

3. the method of funding the committee;

4. the areas to be represented on the committee; and

5. the purposes and/or necessary procedures to be followed in encouraging the U.S. Congress to amend Title IV of the Elementary and Secondary Education Act.

The following outline could serve as the basis for the committee's deliberations of the task force:

<u>Change Section 403 (b)(1)(D) to read</u>:

> "(I) prepare at least annually and submit through the state education agency a report of its activities, recommendations, and

evaluations, together with such additional comments as the state education agency deems appropriate, to the Commissioner and to the national advisory committee, established pursuant to this title (Section 411) at such times, in such form, and in such detail as the Secretary may prescribe."

"Sec. 411. (a) The President shall appoint a National Advisory Council on the Improvement of Elementary and Secondary Education which shall:

"(1) review the administration of, general regulations for, and operation of the programs assisted under this title at the federal, state and local levels;

"(2) review, evaluate and transmit to the Congress and the President, the reports submitted pursuant to Section 403 (b)(1)(D);

"(3) evaluate programs and projects carried out under this title and disseminate the results thereof;

"(4) advise the Commissioner and, when appropriate, the Secretary and other federal officials with respect to the needs and goals of the elementary and secondary schools of the nation and assess the progress of educational agencies, institutions and organizations of the nation toward meeting those needs and achieving goals;

"(5) make recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs including the programs authorized by this title;

"(6) consult with federal, state, local and other educational agencies, institutions and organizations with respect to assessing education in the nation and the improvement of the quality of education including--

"(i) areas of unmet needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved;

"(ii) determinations of priorities among unmet needs and national goals; and

"(iii) specific means of improving the quality and effectiveness of teaching, curricula and educational media and of rising standards of scholarship and levels of achievement.

"(b) The Council shall be appointed by the President without regard to the civil service laws and shall consist of fifteen members, a majority of whom shall be broadly representative of the

cultural and educational resources of the United States and of the public, including persons representative of--(1) public elementary and secondary schools, (2) nonpublic schools, (3) state education agencies, (4) instructional technology, (5) dropout prevention programs, (6) institutions of higher learning, (7) education of the handicapped, (8) guidance and counseling, (9) libraries, and (10) nutrition and health. Such members shall be appointed for terms of three years except that (1) in the case of initial members, five shall be appointed for terms of one year each and five shall be appointed for terms of two years each, and (2) appointments to fill the unexpired portion of any terms shall be for such portion only. When requested by the President the Secretary of Health, Education and Welfare shall engage such technical and professional assistance as may be required to carry out the functions of the Council, and shall make available to the Council such secretarial, clerical and other assistance and such pertinent data prepared by the Department of Health, Education and Welfare as it may require to carry out its function.

"(c) The Council shall make an annual report of its findings and recommendations (including recommendations for changes in the provisions of this title) to the President and the Congress not later than March 31 of each year. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report."

WE RECOMMEND that the U.S. Commissioner of Education appoint a task force for the purpose of planning for the implementation of a national advisory committee on ESEA Title IV.

CONSOLIDATION OF ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

The members of this Council are concerned about the in-put, or lack thereof, the Executive and Legislative branches of government are receiving on legislation. There is an increasing tendency for a relatively small group of lobbyists, politicians and Federal officials to determine the destiny of education programs. The "consolidation" under ESEA Title IV is a noteworthy example.

In our judgement, local and state education agencies would have been far better served by consolidation in fact rather than in name only as is the case under ESEA Title IV. Although a great deal of rhetoric has been used to explain "consolidation" under Title IV, the states and local education agencies are faced with more categorization of programs in FY 1976 than they were required to deal with in FY 1975.

Section 402 of ESEA Title IV which the Joint Conference Committee of the House and the Senate referred to as the "third consolidation"

establishes the following categorical programs under the Special Projects Act:

1. Education for the use of the metric system of government,
2. Gifted and talented children,
3. Community schools,
4. Career education,
5. Consumers' education,
6. Women's educational equity, and
7. Elementary and secondary school education in the arts.

In ESEA Title III, the Congress and the Administration had the perfect vehicle to promote and to fund programs in the aforementioned areas. The National Reading Improvement Program, the Bilingual Education Act, the Environmental Education Act, the Ethnic Heritage Program, the Alcohol and Drug Abuse Education Act, Dropout Prevention, and Nutrition and Health --all have similar programatic functions and should have been considered for a separate consolidated title. Only Bilingual Education and the National Reading Improvement Act appear to warrant separate titles; however, these programs are very similar to ESEA Title III, which served all areas of the curriculum for a ten-year period beginning in April, 1965.

Although we have had strong reservations about the consolidation as proposed by the Subcommittee on Education of the U.S. House of Representatives, adopted by the House and the Senate, and signed into law by President Ford in August 1974, we have worked closely with the states and the U.S. Office of Education to insure that a relatively smooth transition is made from ESEA Title III to Title IV. To assist state advisory council members and state education agency staff, we recently released three "Special Reports" on: (1) Nutrition and Health, (2) The Non-Public Schools, and (3) Drop-Out Prevention.

WE RECOMMEND that the U.S. Congress review its methods of obtaining information and advice on pending legislation and take the necessary steps to reduce the number of categorical programs which (a) frequently encourage grantsmanship, (b) promote costly administrative expenditures, and (c) serve as a deterrent to providing state and local education agencies with adequate discretionary federal funding.

LEGISLATION ON THE ORGANIZATION OF THE U.S. OFFICE OF EDUCATION

The U.S. Congress has shown a tendency in recent years to assume responsibilities (authority) for certain administrative functions

of government that the U.S. Constitution clearly assigns to the Executive Branch. The basic function of the U.S. Congress is to make laws; however, the Congress also has powers relating to the appropriation of funds, investigating, and in mediating. It is not authorized to administer the legislation (programs) it votes into law.

The Congress is overstepping its authority when it dictates to the Executive Branch, and to the U.S. Office of Education in particular, on the number of, and the type of, bureaus and offices that must be established and to whom administrators of these office must report. This procedure on the part of the Congress frequently leads to less effective administration and detracts from the U.S. Commissioner's authority to administer education programs.

The following is an example:

> Public Law 93-380, Sec. 519. (a) There is established, in the Office of Education, an Office of Libraries and Learning Resources (herewith in this section referred to as the "office"), through which the Commissioner shall administer all programs in the Office of Education related to assistance for, and encouragement of, libraries and information centers and education technology.
>
> (b) The Office shall be headed by a Director, to whom the Commissioner shall delegate his delegable functions with respect to the programs administered through the office.

This action by the Congress hampers the consolidation of elementary and secondary programs. Although Parts B and C are consolidated for the purposes of state administration, the Congress at the same time has stipulated that the Commissioner "shall administer" Part B programs separately.

<u>WE RECOMMEND that the U.S. Congress refrain from passing legislation that dictates the organizational and administrative structure of the U.S. Office of Education</u>.

LEGISLATION ON THE APPROVAL OF PROJECTS

Local education agencies have made considerable progress over the past two decades in areas relating to the selection of textbooks, the local development and determination of the curriculum, and in similar areas relating to the administration and operation of schools.

As a result of these hard-won accomplishments on the part of local education agencies educators have a negative reaction to legislation that provides for the control of schools by state or nationally elected officials.

The Special Projects Act is an example of an attempt by the Congress to assume certain responsibilities that it is not entitled to according to the provisions of the U.S. Constitution. The Section of law in question is as follows:

> Public Law 93-380, Sec. 4, (b) (1)--Not later than February 1 of each year, the Commissioner shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Public Welfare of the Senate a plan in accordance with which the Commissioner has determined to expend funds to be appropriated for the succeeding fiscal year. Such plans shall be accompanied by a report describing each contract made under the calendar year preceding that fiscal year under the Authority of this Act involving an expenditure in excess of $100,000.
>
> (2) A--The funds appropriated pursuant to Subsection (a) for any fiscal year shall be expended in accordance with the plan submitted for that year pursuant to paragraph (1), unless prior to sixty days after the submission of such plan, either the Committee on Education and Labor of the House of Representatives or the Committee on Labor and Public Welfare of the Senate adopts a resolution disapproving such plan.
>
> B--If either or both such committees adopts a resolution of disapproval as provided in subparagraph (A), the Commissioner shall, not later than fifteen days after the adoption of any such resolution, submit a new plan in accordance with paragraph (1) and subparagraph (A).

WE RECOMMEND that the Congress delete that Section of the Special Projects Act (Sec. 4, (b)(1) and (2)(a)) that authorizes the Education Committees of the U.S. House of Representatives and of the U.S. Senate to disapprove the Commissioner's plan for the expenditure of funds under the provisions of the Special Projects Act.

AMEND PUBLIC LAW 93-380

As a result of a change in the formula for allocating funds for programs previously funded under Title III of the Elementary and Secondary Education Act (Innovation) approximately 26 states, the District of Columbia and Puerto Rico will lose program funds during Fiscal Year 1977.

The ESEA Title III legislation provided that each state be allocated a base amount of $200,000.00 before the distribution formula was applied. The remainder was distributed by allocating half of the funds on the basis of 5-17 aged population and half on the basis of the percentage of the general population located in each of the states.

Public Law 91-230 does not provide a base of $200,000 for each state before the formula is applied. Section 402 (a)(2) stipulates that:

> "(2) From the amounts appropriated to carry out part B or part C, or both, of this title for any fiscal year pursuant to subsections (a) and (b) of Section 401, the Commissioner shall allot to each State from each such amount an amount which bears the same ratio to such amount as the number of such children in all the States. For the purposes of this subsection, the term 'State' shall not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. The number of children aged five to seventeen, inclusive, in a State and in all the States shall be determined by the Commissioner on the basis of the most satisfactory data available to him."

ESEA Title V which is consolidated with Title III was distributed on the basis of 40 percent flat grant and 60 percent on the basis of 5-17 public school enrollment. Section 402 (8)(c) of Public Law 91-230 stipulates:

> "(C) that not more than the greater of (i) 15 per centum of the amount which such State receives pursuant to section 401 (b) in any fiscal year, or (ii) the amount available by appropriation to such State in the fiscal year ending June 30, 1973, for purposes covered by Section 431 (a)(3), shall be used for purposes of section 431 (a)(3) (relating to strengthening State and local educational agencies)..."

States which have approximately one-percent or less of the student population will be affected by the change in the formula. As a result states such as Alaska, Hawaii, Idaho, Maine, Nebraska, Nevada and Rhode Island will receive substantially less program money in FY 1977 than they received in FY 1974.

The State of Wyoming serves as a good example of what happens to funds for local education agencies when funds for state education agencies are set aside:

Part C Allocation	$291,063.00
ESEA Title V Purpose set aside from Part C	445,931.00
Part C Funds available to local education agencies	-$154,868.00

WE RECOMMEND that the Congress revise the formula for allocating funds to the states under the provisions of Title IV of the Elementary and Secondary Education Act by amending the legislation to insure that each state receive no less funding than it received for each program in the Fiscal Year ending June 30, 1974.

THE DEVELOPMENT OF ESEA TITLE IV STATE ADVISORY COUNCILS

We were pleased to note that substantially more than half of the states continued their ESEA Title III advisory councils as the nucleus of the state advisory council for ESEA Title IV. In most cases the states have also appointed the former Title III advisory council chairman as the chairman of the Title IV council. This action on the part of Chief State School officers tends to confirm that the Title III councils have been functioning effectively.

In organizing Title IV councils, the states should make every effort to provide the necessary funds to permit councils to adequately and effectively perform their important assignments. State advisory councils have shown leadership under Title III in areas relating to the assessment of needs, the selection of projects for funding, the evaluation of projects, and the dissemination/diffusion of those programs which have been exemplary.

In its first report the members of the National Advisory Council (January 1969) suggested that "state advisory councils should become influential and relatively independent bodies, erring on the side of creativity and dynamism rather than passivity and approval." That suggestion was prescribed to by nearly all states during the period from 1969 to 1975. It should be applied to Title IV councils with the same determination and sense of purpose.

WE RECOMMEND that state education agencies insure that state advisory councils are provided with the necessary financial and administrative resources to become influential and knowledgeable partners in developing the ESEA Title IV program.

IN CONCLUSION

These comments and recommendations were referred to in the heading to this chapter as "Some Final Thoughts..." Although this is the final report of the National Advisory Council on Supplementary Centers and Services, it is unlikely that we can totally ignore the roles we have performed in the past.

Since some of us will continue to serve on State ESEA Title IV councils, and all will continue to be involved in other local and state education efforts, we intend to continue to speak on behalf of "innovation" and "development" and on its natural place in our schools.

We would like to express our appreciation for the honor of serving with ESEA Title III and wish advisory council members and staff at local, state and national levels the very best as they work for the development of Title IV, the improvement of American education and for the well-being of our future generations.

REVIEW OF RECOMMENDATIONS MADE FOR FISCAL YEARS 1968-1974

In our capacity as a national advisory council, we have been mandated by the ESEA Title III legislation to "review the administration of general regulations for, and operation" of the Title III program and to make recommendations for the "improvement of this Title, and its administration and operation." In this capacity, we, and the members who have served before us, suggested 81 ways to strengthen the Title III program.

The recommendations reflect upon only one dimension of the council's work. It should be noted that the recommendations were made at a certain stage in the development of the program and may or may not be applicable at this time.

The recommendations made in the seven reports are as follows:

PACE*: Transition of a Concept
The First Annual Report
January 19, 1969

	Recommendation Adopted
1. Substantially greater funds should be appropriated for ESEA Title III.	No
Note: Funding was drastically reduced in FY's 1970, 1974, and 1975; increased in FY's 1971, 1972, and 1973.	
2. A special study of categorization--as it relates to ESEA Title III--is recommended.	No
3. A small conference of key personnel on presidentially-appointed councils and/or commissions should be convened.	Yes
4. The President's Council should have a congressional provision that would free its budget from the USOE.	No
5. Individual states should develop total data systems pertaining to needs assessment, with built-in provisions for periodic updating and modification.	Yes

*Projects to Advance Creativity in Education

	Recommendation Adopted
6. State plans need to give greater attention to strategies for assessing projects, evaluation, and dissemination.	Yes
7. State Advisory Councils should become influential and relatively independent bodies, erring on the side of creativity and dynamism rather than passivity and approval.	Yes
8. State Advisory Councils must take every caution against undesirable political interests, which can include geographical considerations and patronage.	Yes
Note: There have been exceptions; however, most states have contributed greatly to the development of effective and influential state councils.	
9. State authorities need to give careful consideration to the type of terminal reports that will provide a fitting climax to a Pace project, will meet legal requirements of reporting, and will allow essential findings to be disseminated effectively.	Yes
Note: Project reporting has been creditable--state reporting generally has not.	
10. Future Pace grants should be allocated on a sharing basis with local communities--something in the dollar range of eight or ten to one.	Yes
Note: Many states now require such a provision in the grant award.	
11. Ways of continuing federal funding for some Pace projects beyond three years should be found.	Yes
12. State departments should undertake special seminars to spread the Pace concept throughout the state department.	Information not currently available.
13. Every proposal should amply demonstrate that objectives have been considered at the general and specific levels.	Yes

	Recommendation Adopted
14. Procedures for evaluation should closely reflect the nature of the task or project to be evaluated.	Yes
15. Every Pace proposal should have a separate budget item for evaluation, and the amount of this figure should not be less than five-percent of the total budget.	Yes
Note: This is not a specific requirement but is a policy prescribed to in most states.	
16. Provisions for continuation after termination of ESEA Title III funding should become more evident in future proposals.	Yes
17. Involvement of community resources and personnel should be more carefully considered; it should be realistic and have adequate follow-through.	Yes

The Rocky Road Called Innovation
The Second Annual Report
January 1970

1. Substantially greater funds should be appropriated for ESEA Title III.	No
Note: The appropriation was increased from $116 million in FY 1970 to $143 million in FY 1971 but the appropriation has generally remained low.	
2. ESEA Title III should not be consolidated with any other title.	No
Note: ESEA Title III was consolidated with Guidance and Counseling in April 1970 and with Drop-Out Prevention, Nutrition and Health, and State Support in August 1974.	
3. USOE guidelines should be more flexible, more in line with state programs.	Some Improvement Shown
4. To accomplish objectives set forth in its Congressional mandate, the PNAC should be funded directly by Congress at a level of $150,000 per year.	No

	Recommendation Adopted
5. The Council should have a direct Congressional appropriation to insure its independence and to keep it as free as possible from pressures.	No
6. The chief state school officer or members of his staff should not serve on ESEA Title III state advisory councils either as chairmen or voting members.	Yes
7. Innovative and creative approaches to educational concerns--the original raison d'etre for ESEA Title III--must remain the primary focus, and it should be the chief concern of USOE officials in their leadership, administrative and auditing functions.	Yes
8. A major study should be undertaken to determine what we have learned about innovation and the process of educational change from Pace.	No

Educational Reform through Innovation
The Third Annual Report
March 1971

1. The Title of ESEA Title III be amended to read "Title III--Educational Innovation and Reform" and appropriate action be taken to change the name of the fifty state advisory councils and the National Advisory Council to emphasize educational innovation and change.	No
2. Substantially greater funds be appropriated for ESEA Title III and Congressional appropriations be made early enough to ensure sound educational planning.	Partially Adopted
Note: Appropriations were increased minimally from $143 million to $146 million. States were permitted to carry-over funding from one fiscal year to the next (Tyding's Amendment); however, the appropriations bill was not approved until July 9, 1971.	
3. The chief state school officers take the necessary action to ensure the inclusion of non-public school children and teachers in projects in which they are eligible to participate.	Some Progress Made

	Recommendation Adopted
4. ESEA Title III be continued and greater consolidation and cooperation between departments and agencies concerned with educational reform be encouraged.	Partially Adopted
5. Appropriate groups be involved in the creation of simplified reporting instruments and reporting dates be disseminated well in advance by the Office of Education and adhered to by the states.	No
6. The Office of Education give priority to setting up specific procedures for national dissemination of promising educational practices. Note: Little progress was made on this recommendation until FY's 1973-1974.	No
7. State educational agencies take measures to ensure adequate representation and participation by members of low-income and minority groups in the affairs of advisory councils. Note: Many states have done a relatively poor job in including blacks and other minority group members on state advisory councils.	No
8. Representatives of youth be appointed to educational advisory councils and student involvement in the development and the improvement of the educational system be encouraged.	Yes
9. State educational agencies continue to support and strengthen advisory councils and encourage citizen participation and community involvement in Title III programs.	Yes
10. Priority funding be given to those projects which are broad in scope and encourage new designs for education.	Yes

ESEA Title III: Time for a Progress Report
The Fourth Annual Report
March 1972

1. Specific procedures for the diffusion of exemplary programs be developed at the project, state and national levels.	Yes

	Recommendation Adopted
2. The continuation of a Title III project after federal funding has terminated be designated as an objective when the project proposal is designed, unless the project can clearly become institutionalized or fully accomplish its objectives in three years.	Yes
3. Young people be appointed to educational advisory councils, and student involvement in the development and improvement of the educational system be encouraged.	Yes
4. State education agencies take measures to ensure that advisory councils are representative of the population of the state, with special emphasis upon representation of low-income and minority groups and occupations other than education.	Some Progress
5. State education agencies take the necessary action to ensure that all advisory council members are adequately briefed on the purposes, policies, and activities of the state advisory council.	Yes
6. The Congress amend the ESEA Title III legislation to emphasize the state advisory councils' role in policy creation and the formulation of program objectives.	No
7. Appropriate groups be involved in the creation of simplified reporting instruments and reporting dates be disseminated well in advance by the Office of Education and adhered to by the states.	No
8. The Office of Education draft comprehensive guidelines for the administration of guidance, counseling, and testing programs under Title III.	No
9. The Commissioner of Education take the necessary action to ensure that state departments of education and ESEA Title III advisory councils are involved in the selection of projects funded under Section 306 (Special Programs and Projects —15 percent) and that the use of these funds be compatible with the guidelines established for the state grant program.	Yes
10. The National Advisory Council recommends that the Title of ESEA Title III be amended to read "Title III--Educational Innovation and Reform" and appropriate action be taken to change the	

	Recommendation Adopted
name of the fifty state advisory councils and the National Advisory Council to emphasize educational innovation and change.	No
11. The National Advisory Council recommends that the fiscal year 1973 appropriation for ESEA Title III be double that for 1972, and that not less than $292,000,000 be appropriated for the operation of this Title in fiscal year 1973.	No

The Annual Report: ESEA Title III
Fifth Annual Report
February 15, 1973

1. The Title of Title III of the Elementary and Secondary Act be changed to read: "Title III--Innovation in Education."	No
2. The words "supplementary centers and services" be deleted wherever they occur in the legislation. The words "stimulate and assist in the provision of vitally needed educational service not available in sufficient quantity or quality" be deleted from Sec. 301 (a). The words "to assist the states in establishing and maintaining programs of testing and guidance and counseling" be deleted from Sec. 301 (a).	Partially Adopted
3. Title III of the Elementary and Secondary Education Act be extended for five years as a specific federal program to provide funds to the states to be used by them to stimulate the creation of innovative educational programs to meet identified educational needs.	No
4. Funding authorizations and appropriations for Title III more nearly reflect the national need for model educational programs.	No
5. The words "funds may be used for the same purposes and the funding of the same types of programs previously authorized" be deleted from Sec. 303 (3) and the words "programs for testing students in the public and private elementary and secondary schools and in junior colleges and technical institutes in the state" be deleted from Sec. 303 (b)(4).	Partially Adopted

	Recommendation Adopted
6. Positive action be taken by the United States Office of Education to encourage participation of nonpublic school children and teachers in all Title III projects in which they are eligible to participate, and that the right of non-public schools to apply for Title III funds through the appropriate local education agency be protected by the states and the Office of Education.	Partially Adopted
Note: The U.S. Office of Education took several positive steps to encourage participation of nonpublic school children and teachers; however, nonpublic schools currently do not have the authority to receive direct funds.	
7. The U.S. Office of Education, in cooperation with the ESEA Title III state coordinators, review present policies regarding state plans and develop procedures for the annual submission of a modified document.	No
8. The U.S. Office of Education adopt the practice of responding in writing to recommendations of state education agencies made in annual reports and develop an annual statement that reflects the status of ESEA Title III.	No
9. The United States Congress take the necessary action to insure that Section 306 of Title III is administered in compliance with the intent of the legislation, or that steps be taken to delete that Section from the legislation.	Yes
Note: Steps were taken to improve the administration of Section 306; however, the Congress in August 1974 terminated ESEA Title III, Section 306 effective June 30, 1975.	
10. The State Plans Section (85%) and the Special Programs and Projects section (15%) of Title III be administered by the Office of Education within a single administrative unit.	Yes

	Recommendation Adopted
11. The United States Commissioner of Education use a portion of the Title III Section 306 funds which are discretionary to the Commissioner to provide funding to limited numbers of Title III projects which have developed successful programs and practices under operational Title III grants, to enable the projects to continue operation as models for potential adopters for a period of one or two years after the expiration of their original federal funding.	Yes

Sharing Educational Success
The Sixth Annual Report
March 1974

1. That Title III of the Elementary and Secondary Education Act be extended for a minimum of four years.	No
Note: ESEA Title III was consolidated into Part C of Title IV in August 1974.	
2. That funding for ESEA Title III be specifically earmarked at a level sufficient to meet those identified educational needs within the states that call for innovative solutions.	No
Note: Funding levels decreased substantially from $171 million in FY 1973 to $146 million in FY 1974 to $120 million in FY 1975.	
3. That the portion of the Elementary and Secondary Education Act containing the formerly designated Title III be entitled "Innovation and Improvement."	No
4. That an adequate national system be established to collect, evaluate and disseminate information and materials on innovation in education.	Yes
Note: Although the system is not "adequate" at this time, substantial progress has been made by the U.S. Office of Education in cooperation with the states.	
5. That funds be made available for an in-depth look at the whole of Title III with the focus on "Improving Education Through Innovation."	No

Educational Innovation and Development: An Annual Report on ESEA, Title III
The Seventh Annual Report
March 1975

The following recommendations were made to the Congress in the report released May 29, 1975. The appropriate agencies have not had sufficient time to take action on the recommendations.

1. The U.S. Congress provide adequate funding for educational innovation and improvement and that the advance funding process be broadened to include all programs dealing with elementary and secondary education.

2. The U.S. Commissioner of Education upgrade his annual report to insure that it reflects the status of American education and includes a current review of the operation of federal programs.

3. The U.S. Congress encourage written and oral appropriations testimony from representatives of large and small school districts, state education agencies and state and national advisory councils.

4. The Assistant Secretary for Education commit the necessary resources for a thorough and continuing analysis of operating education programs.

5. The U.S. Commissioner of Education continue the present national Identification/Validation/Dissemination effort and the Diffusion/Adoption Strategy and that funding for these national programs be requested from the Congress or provided through the Special Projects Act.

6. The U.S. Commissioner of Education take the necessary action to assure that regulations and guidelines for educational programs are promptly developed and issued.

7. The Assistant Secretary of Education appoint and adequately fund a special study commission for the purposes of documenting the ten-year history of ESEA Title III, determining how effective the program has been in meeting its legislative mandate, and recommending a future course of action for the administration of the program under the provisions of the Education Amendments of 1974.

8. The State Education Agencies carefully review the administration of guidance and counseling programs under Title III and take the necessary action to insure the continuation of the best aspects of the program under Title IV of the Elementary and Secondary Education Act.

9. The State Education Agencies insure that nonpublic school representatives are involved in the needs assessment, planning, development and operation of all projects in which they are eligible to participate.

10. The U.S. Office of Education and state education agencies develop procedures which nonpublic schools may initiate project proposals for submission by and through a local education agency.

11. The U.S. Commissioner of Education develop and implement regulations whereby state education agencies are required to reject any project application which does not include documentary evidence, filled out and signed by nonpublic school officials, showing that appropriate nonpublic school officials were involved in the planning process from the earliest planning stages.

12. The U.S. Congress increase the administrative funds authorized for the states in ESEA Title IV from 5 to 7 1/2 percent of each allotment and earmark the increase for evaluation, dissemination and diffusion of innovative and exemplary programs.

13. The ESEA Title III State Advisory Councils review the reporting requirements of the legislation and make every effort to submit significant and meaningful annual reports.

14. The U.S. Commissioner of Education appoint a task force of appropriate state and federal representatives for the purpose of developing meaningful and productive reporting procedures for ESEA Title III and/or ESEA Title IV.

15. The Local Education Agencies give special consideration to the development of project proposals which are innovative, broad in scope, and designed to find solutions to critical problems facing our schools.

PUBLICATIONS

The following materials were published by the National Advisory Council on Supplementary Centers and Services during the period from February 3, 1968 to June 30, 1975.

ESEA Title III Quarterlies

1. Title III in Special Education -- attempts to satisfy the need for greater communication and exchange of ideas and knowledge on special education among the states. (Winter, 1972)

2. Title III in Environmental Education -- reviews a number of Title III projects in this curriculum and lists all projects operating throughout the country. In this new curriculum field, the publication was one of the first to describe how environmental education may actually be implemented at the elementary and secondary levels. It has had a wide circulation among educators and environmentalists. (Spring, 1972) ERIC # ED 068274.

3. Title III in Preschool Education -- describes seven projects in detail and nine in summary, as well as lists all programs currently in existence under Title III in preschool education. (Summer, 1972)

4. Title III and the World of Work -- discusses preparation of students for realities of the world of work. Projects are described as being comprehensive -- providing all students with a solid foundation in the academics and at least some experience in skill training. (Fall, 1972)

5. Title III in Guidance and Counseling -- brings together information about Title III guidance projects. It also represents one of the first efforts in the field to describe the operation of guidance and counseling programs actually operating in schools. (Winter, 1973) ERIC # ED 097612

6. Title III and Changing Educational Designs -- devoted to projects which emphasize broad-based or comprehensive approaches to educational change. The publication points out that each project is the result of a community-wide planning process which was designed to identify and then address core educational problems. (Spring, 1973) ERIC # ED 800226

7. Title III and Cultural Diversity -- deals with projects in bilingual education, cultural awareness and ethnic studies. (Summer, 1973) ERIC # ED 090112

8. Title III and the Administrator and Organizational Renewal -- examines projects which have attempted to deal with change in school organization, with overtones of business principles to education. (Fall, 1973) ERIC # ED 088412

9. Title III and the Arts -- illustrates through nine projects describing some of the diverse ways art is being approached, the variety in what the projects are attempting to do and the persons being served. (Winter, 1974) ERIC # ED 50007677

10. Title III and Individualized Instruction -- highlights twelve projects that have made significant contributions in the critical area of learner oriented education practices. The projects emphasize that flexibility is a key factor in educational success for the teacher and for the student. (Summer, 1974)

11. Title III and Basic Skills -- evaluates the efforts of Title III projects to provide students with a sound background in the basic skills of reading, writing and mathematics. The projects described deal with one or more of the basic skills. (Fall, 1974)

12. Title III and the Handicapped -- describes the special services and innovative programs developed with Title III funds for children with physical, mental and emotional handicaps. This report includes a reference list of agencies and organizations concerned with the handicapped. (Winter, 1975)

13. Title III and Educational Technology -- breaks down the barriers surrounding the field of technology, describing many of the useful and very successful innovations which are being implemented in the field of education. The projects described involve technology in various ways: from organization and planning to data base reference facilities to curriculum materials and courses of study. (Spring, 1975)

Newsletters

1. PNAC Notes -- a monthly newsletter distributed to 500 ESEA Title III project directors, advisory council members and state education agency staff members. It was designed to disseminate information briefly and quickly to the Title III community. It was begun in January, 1970, and was replaced after the January, 1974 issue.

2. Innovation in Education -- replaced PNAC Notes in March, 1974. Its distribution included project directors, advisory council members, state education agencies and the U.S. Office of Education. As a bi-monthly instrument it gave more attention to a broader area of newsworthy items than was possible in PNAC Notes.

Sharing Educational Success

The National Advisory Council assumed the responsibility for editing and publishing the following materials, which relate to the national validation efforts, in cooperation with the United States Office of Education and the National Association of State Advisory Council Chairmen:

1. Sharing Educational Success. A Handbook for Validation of Educational Practices -- addresses itself to the identification and validation of successful programs and practices that may facilitate constructive educational change in the nation's schools. Two thousand copies were distributed through state education agencies. Out-of-state teams use the document in validating the success of projects in areas relating to (1) effectiveness-success; (2) cost, and (3) exportability.

2. Innovative Education Practices, Volume I -- briefly describes 107 Title III projects selected as a result of the national Identification/Validation/Dissemination effort as being innovative, cost-effective and worthy of adoption/adaptation by other school systems. (October, 1973)

3. Innovative Education Practices, Volume II -- briefly describes 84 more outstanding Title III projects. (October, 1974)

Legislation Reports

1. A History of ESEA Title III -- describes the legislative and administrative history of ESEA Title III over the first seven years. Copies were sent to advisory council chairmen and to state education agencies. (October, 1973)

2. Title III and the 93rd Congress -- an updating of legislation pending before the Congress as of October, 1973. (October, 1973)

3. The Future of ESEA Title III: Authorizations, Appropriations and Impoundment -- a review of Title III's situation as of October, 1973 and discussion of some key issues affecting its future as well as an explanation of the process by which continuation would be determined. (October, 1973)

Guides and Handbooks

1. School Innovations in Review: Title III -- reviews of 42 award-winning Title III projects. (1971)

2. Communications in Title III: Some Practical Guidelines -- a guide for communicating information within the Title III community and outside it, with special sections on dealing with media and measuring the effectiveness of communications efforts. (May, 1971)

3. Educational Reform through Innovation: A Conference Report -- reports on the activities of the March 29-31, 1971 Conference on ESEA Title III. (May, 1971)

4. A Handbook for ESEA Title III State Advisory Council Members -- contains background on Title III, information on legislation, the role, function and responsibilities of state advisory councils, and consolidation under Title IV as well as various appendixes. (November, 1974)

Special Reports

1. The Education Fair: From Concept to Practice -- a handbook developed by specialists who have planned, implemented and evaluated the Education Fair as a workable vehicle to encourage the adoption/adaptation of validated practices. (1974) ERIC # ED 086251 (In cooperation with Arizona State Dept Ed)

2. Dropout Prevention -- discusses the reasons students drop out of school and reviews some methods being used to deal with the problem. Includes recommendations to help reduce the number of students who drop out. (April, 1975)

3. The Nonpublic Schools and ESEA Title III - focuses on studies and reports dealing with the amount of involvement and participation of nonpublic school children in ESEA Title III programs and includes recommendations for improvement in the quality and quantity of such participation. (April, 1975) ERIC # EA 007162

4. Nutrition and Health -- an informational publication dealing with Health and Nutrition programs under ESEA Title IV and related legislation, regulations and recommendations. (April 1975)

Annual Reports

1. PACE: Transition of a Concept -- first annual report on ESEA Title III covers its transition from a federal to a state-administered program. Includes 17 recommendations for improvement of the program. (January, 1969)

2. The Rocky Road Called Innovation -- second annual report on ESEA Title III. Contains eight major recommendations for the improvement of the program. (January, 1970)

3. Educational Reform Through Innovation -- third annual report on ESEA Title III containing ten recommendations concerning the operation of Title III. (March, 1971)

4. ESEA Title III: Time for a Progress Report -- the fourth report of the National Advisory Council, summarizing eleven exemplary Title III projects and eleven recommendations for improving and strengthening Title III. (March, 1972)

5. Annual Report on ESEA Title III -- includes sections entitled "Strengths of Title III," "Recent Accomplishments," and "Problems and Recommendations." The ESEA Title III legislation was included in its entirety with eleven specific recommendations for improving Title III. (March, 1973)

6. Annual Report on ESEA Title III: Sharing Educational Success -- five major recommendations for continuing and strengthening Title III are included. The 107 projects selected as a result of the national validation effort are listed. (April, 1974) ERIC # ED 090211.

7. Educational Innovation and Development -- the seventh annual report on ESEA Title III containing 15 recommendations for the strengthening of the Title III program. (March, 1975) ERIC # EA 007163